

Transfer of Community College Courses to Teacher Education Programs in Iowa

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Data Collection and Methodology

➤ Online Survey

- Six four-year institutions: Three public, three private
 - Iowa institutions with largest number of transfer students included
- Students with *any* community college credit prior to enrolling
 - Survey disseminated to 2,500 students currently enrolled in teacher education program
 - 14 percent response rate ($n = 358$)

Data Collection and Methodology

➤ Community College Interviews

- Community college advisors and professors from six community colleges
- Selected community colleges that sent the most transfer students to the six teacher education programs included in the online survey

Online Survey Considerations

- Excludes students who wanted to transfer but did not transfer or chose to transfer to a different institution
- Institutions with largest number of transfers may present the fewest challenges.

Community College Interview Considerations

- Community colleges varied in the amount or type of teacher education coursework offered.
 - General education courses for teacher education programs
 - Combination of general education and teacher education courses

Online Survey Findings

Three Types of Transfer Students

- Students with *minimal coursework* mostly transfer as freshmen and plan their transfer before enrolling in community college.
- Students with an *associate's degree* primarily transfer as juniors and plan their transfer during or after community college.
- Students with *some coursework but no associate's degree* have characteristics of both.

Transfer of General Education Courses More Common

- Transfer of general education coursework is more common than transfer of teacher education coursework.
 - 97 percent of respondents transferred general education courses; 60 percent transferred teacher education courses.
 - Respondents *with associate's degrees* were most likely to transfer teacher education coursework.
 - Respondents *with some coursework*: More credits = More likely to transfer teacher education courses.

Perspective on Transfer of Teacher Education Courses

- One in five respondents who attempted to transfer teacher education coursework described the process as difficult
 - Compared to 14 percent of respondents who attempted to transfer general education courses.
 - Students with *some coursework but no associate's degree* were more likely to describe the transfer of teacher education courses as difficult.
 - Students with *minimal coursework* were least likely to describe this transfer as difficult.

Prevalence of Challenges: Transfer of Teacher Education Courses

- 26 percent of respondents who tried to transfer teacher education coursework had fewer courses accepted than expected.
 - 26 percent *repeated* a community college course to meet teacher education requirements.
 - 22 percent *took more* community college courses than expected to meet teacher education requirements.
 - Students with *some coursework* were more likely to repeat a class or take more classes than expected to meet teacher education requirements.

Prevalence of Challenges: Transfer of General Education Courses

- 26 percent of respondents who tried to transfer general education coursework repeated a course to meet general education requirements.
 - 26 percent took more community college courses than expected to meet general education requirements.
 - 11 percent took remediation courses in order to meet this requirement.

Resources from Four-Year Institutions Used Most Frequently

- The most commonly used resources were from four-year institutions
 - Advisors, degree audit, website, transfer plan, and transfer evaluations
 - More than two-thirds of students who used each of these resources described them as useful or very useful.
 - Fewer students (approximately 60 percent) used community college resources such as advisor or transfer plans.

Other Useful Resources

- Course equivalency guides and other teachers/educators received high usefulness ratings.
 - More than 70 percent who used each found them useful.
 - Other teachers and educators are a potential untapped resource for the transfer process.

Students Use Multiple Resources

- 60 percent of respondents used more than four resources.
- Respondents with an *associate's degree* or *some coursework* often used more than eight resources.

Community College Interview Findings

Transfer Plans Guide the Transfer of Teacher Education Courses

- In the absence of formal transfer agreements, transfer plans structure the transfer of teacher education courses.
 - Transfer plans define which teacher education courses transfer.
 - They often are structured as a plan to guide course selection.
 - They are individually worked out between community colleges and four-year institutions.

Structure and Intensity of Advising Varies

- Community college advisors link students to transfer resources.
 - Bring knowledge of transfer requirements and connections with four-year contacts.
- Community college advising may be voluntary or mandatory, and may be in group or individual sessions
- Professors share information about transfer during course sessions.

Websites and Contacts at Four-Year Institutions Deemed Valuable

- Most advisors recommend that students establish contact with a four-year institution.
- College visits by four-year institutions are perceived as useful.
- Websites have “wealth of information” on transferring.
- Transfer Plan-It is viewed as useful.

Transfer of Associate's Degree is a Smooth Process

- Advisors note “minimal challenges” in transferring associate's degree when a statewide or general articulation agreement is in place.

Different Requirements From Teacher Education Programs

- Teacher education programs have different course requirements and accept different courses for transfer.
 - Challenge: Students need to take different courses for different teacher education programs.
 - Yet, students often do not know which program (or institution) they will attend.
 - As a result, some students may not transfer as juniors to the teacher education program.

Unprepared for Admissions Process

- Students are often unprepared for the admissions process.
 - Some students underestimate the effort required or the length of time needed to complete the process.
 - Students may start the process late or retake a course to raise their GPA.

Praxis Exam Poses Challenges

- Some students may lack sufficient information or support in preparing for the exam.
- These exams are not a part of the community college requirement, so there is less support than teacher education program.

Questions?



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